LONG TERM PLANNING

PSHCE/RHE

Purpose of study	A high-quality relationships, health, and economic education should enable pupils to develop the knowledge and skills they need to build positive, caring, and respectful relationships, maintain their physical and mental wellbeing, and understand the role of money in their lives and society. Teaching should help pupils recognise the importance of family and friendships, the characteristics of healthy relationships both in person and online, and the values of respect, care, responsibility, and inclusion towards themselves and others. Pupils should develop an understanding of diversity, communities, and identity, recognising similarities and differences, respecting diversity, and appreciating the roles people play locally and nationally. They should also learn about economic wellbeing, including how money is earned, saved, spent, and managed, and how financial decisions can affect themselves and others. As pupils progress, their growing awareness of feelings, behaviour, identity, and responsibility should support them to make informed choices, manage risk, challenge stereotypes, and seek help when needed. Learning about respectful relationships, health, diversity, and financial capability provides the foundations for pupils to build resilience, exercise good judgement, and lead safe, happy, and fulfilling lives.		
Aims	**The national curriculum for Relationships and Health Education and Economic Wellbeing aims to ensure that all pupils**: ● develop the knowledge and understanding needed to establish and maintain healthy, positive and respectful relationships with family, friends and others, both face to face and online ● learn how to recognise and express feelings, manage conflict with kindness and respect and seek help when relationships or situations make them feel unhappy, unsafe or uncomfortable ● understand the importance of physical and mental wellbeing, including healthy eating, exercise, personal hygiene, sufficient sleep and the prevention of illness ● know how to stay safe and make responsible choices in relation to online activity, substances such as drugs, alcohol, vaping and tobacco, and in managing the changes of growing up ● develop awareness of money as a resource, understanding how it is earned, saved, spent and shared, and how financial decisions can impact themselves and others ● recognise diversity and develop a positive sense of identity, appreciate differences and similarities between people, understand the roles of people and groups in communities, and challenge stereotypes and prejudice ● are confident, resilient and responsible individuals who can communicate effectively, make informed decisions and contribute positively to their own wellbeing and that of their community		
National Curriculum **Programme of Study (RHE)**	**Key Stage 1** Pupils should develop the knowledge, skills, and understanding to form positive relationships, keep themselves healthy and safe, and begin to understand the role of money in their lives. They should learn about their own feelings and those of others, the importance of family and friendships - including recognising that families can take many forms and valuing this diversity so that all children feel respected and	**Key Stage 2** Pupils should extend their understanding of relationships, health, and wellbeing by exploring how to manage change, make informed choices, and take increasing responsibility for their actions. They should learn how to build and maintain positive relationships, look after their physical and mental health, stay safe both in the real world and online, and begin to understand the role of money and work in their lives. Pupils should learn the key facts about puberty and the changing adolescent body, including the physical and emotional changes that occur, and how to manage these with confidence	**Development Matters Statements:** **(Personal, Social and Emotional Development)** Develop their sense of responsibility and membership of a community

	included - and ways to maintain physical and mental wellbeing. Pupils should be able to describe aspects of their identity, recognise similarities and differences between themselves and others, and understand the roles of people, places, and groups in their local community. They should use correct vocabulary to describe emotions, body parts, and aspects of health and safety, and begin to apply these ideas in familiar, real-life contexts. **Pupils should be taught to:** **<u>Relationships Education:</u>** **Families and people who care for me** recognise that families are important for love, security and stability, understand that families can be different but should offer care and respect and know who to talk to if they feel unsafe or unhappy at home **Caring Friendships** learn what makes a good friend, such as being kind, taking turns and being truthful; recognise that friends can make them feel happy or sad and know that they can talk to a trusted adult if they feel worried or lonely; understand that friends sometimes fall out and that problems can often be sorted out with kind words; and know to ask for help if someone's behaviour is making them feel uncomfortable or unhappy **Respectful, Kind Relationships** learn to be kind, polite and respectful to others; understand that everyone has their own feelings and needs and that friendships work best when people listen, share and use gentle words; know that it is okay to say what they need in a calm and kind way; understand that bullying and unkind behaviour are wrong and should be reported to a trusted adult; begin to notice and talk about differences between people in a positive way; and know that they can ask for help if something or someone is making them feel worried, unsafe or unsure **Online Safety and Awareness** begin to understand how people communicate online and that the same rules of kindness and respect apply as in face-to-face relationships; know to keep personal information private, including images and passwords; understand that not everyone online is who they say they are; and know to tell a	and respect for themselves and others. They should also develop the knowledge and strategies needed to navigate the digital world safely and responsibly, understanding the benefits and risks of online communication. Pupils should develop the language, confidence, and practical skills to manage feelings, resolve conflict, and make thoughtful decisions, respecting diversity and difference. They should understand the impact of stereotypes and recognise how they and others contribute positively to their communities. **Pupils should be taught to:** **<u>Relationships Education:</u>** **Families and people who care for me** recognise the features of a healthy family life and the roles family members play in supporting one another, understand that families differ in structure but should offer love, care and respect, know where and how to seek help if they feel unsafe or unhappy in family situations **Caring Friendships** develop a deeper understanding of the qualities of healthy friendships, including honesty, respect, trust and being able to disagree kindly; recognise how their own words and actions affect others and how to communicate their feelings and needs with confidence and respect; understand that friendships can change and that conflicts can be resolved through listening, compromise and kindness; learn how to recognise when a friendship is becoming unkind, pressuring or controlling; and know when and how to seek help if a friendship is making them feel worried, unsafe or unhappy **Respectful, Kind Relationships** develop a deeper understanding of other people's feelings, needs and perspectives; learn how to communicate clearly, listen actively and resolve disagreements with kindness and respect; understand and set healthy boundaries and recognise the difference between being assertive and being controlling; appreciate and respect a wider range of differences between people, including different backgrounds, preferences and beliefs; understand how to challenge unkind behaviour, stereotypes and bullying, including online, and know the role of a bystander; and learn when and how to seek help if they feel unsafe, unsure who to trust, or are worried about harm or mistreatment **Online Safety and Awareness** understand how online communication can affect relationships and feelings, know how to use technology safely and protect personal information, recognise potential risks including harmful content or contact, and know when and how to seek help from a trusted adult **Being Safe**	Show more confidence in new social situations Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are Important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly Make healthy choices about food, drink, activity and toothbrushing ***(Understanding of the World)*** Continue developing positive attitudes about the differences between people **<u>Early Learning Goal</u>** ***<u>(Personal, Social and Emotional Development)</u>*** **Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly **Managing Self** Be confident to try new activities and show independence, resilience and

	trusted adult if something they see or experience online makes them feel worried, uncomfortable or unsafe **Being Safe** learn about personal boundaries and consent, understand what safe and unsafe or inappropriate contact is, and feel confident to ask for help using the right words when something is wrong or makes them feel unsure **Health Education:** **General Wellbeing** learn about the importance of looking after their body and mind through physical activity, rest, hobbies, time outdoors, and spending time with family and friends; begin to recognise different feelings in themselves and others, use words to talk about them, and know who to ask for help if they feel worried, sad, or upset **Wellbeing Online** understand that the internet can be a positive place but also has risks; learn that online relationships should not replace friendships in real life; know to be kind and respectful online, keep personal information private, limit time online, and tell a trusted adult if something online makes them feel worried, unsafe, or upset **Physical Health & Fitness** understand the importance of being active every day through play and exercise, recognise the effects of physical activity on their bodies and minds, know simple ways to build activity into daily routines, and know who to ask for help if they are worried about their health **Healthy Eating** recognise what makes a healthy, balanced diet and why eating a range of foods is important; understand the effects of too much sugar, salt or fat on their bodies, the basics of planning simple healthy meals, and the importance of having a positive relationship with food **Drugs, Alcohol Tobacco & Vaping** know that some substances, including medicines, can help people when used correctly, and that other substances such as alcohol, tobacco, vaping products or illegal drugs can be harmful; understand that adults make responsible choices	understand personal boundaries and consent in a range of situations, recognise safe and unsafe or inappropriate contact, including online, and know how to assert themselves and seek help confidently using the right words; know how to recognise harmful or unsafe relationships and how to report abuse or concerns for themselves or others to trusted adults **Health Education:** **General Wellbeing** understand the benefits of physical activity, hobbies, time outdoors, helping others, and healthy routines for mental and physical wellbeing; recognise a wide range of feelings in themselves and others, use appropriate vocabulary to express them, judge whether behaviour is proportionate, and know how to seek help or support for themselves or others, including for issues arising online, bullying, or during times of change and loss **Wellbeing Online** understand that online activity can support or affect real-life relationships and wellbeing; know the benefits of limiting screen time, using apps and social media safely, and recognising risks including scams, inappropriate content, or addictive behaviours; develop respectful online behaviour, take a critical approach to what they see and read, understand privacy, consent and data rights, and know how and when to report concerns or seek help from trusted adults **Physical Health & Fitness** understand the benefits of regular physical activity for physical and mental health, explore the links between activity, rest and long-term wellbeing, learn how to plan and maintain an active lifestyle, recognise the risks of inactivity, and know when and how to seek support if concerned about their health **Healthy Eating** learn how to make balanced and informed food choices, understand how diet affects physical and mental health, recognise how habits and behaviours influence wellbeing, explore the principles of planning and preparing a range of healthy meals, and understand the importance of maintaining a positive relationship with food **Drugs, Alcohol Tobacco & Vaping** understand that some substances, including alcohol, tobacco, vaping products and illegal drugs, can be harmful and the risks associated with their use; know how to make informed and responsible choices, and how to seek help or reliable information if needed	perseverance in the face of challenge Explain the reasons for rules, know right from wrong, and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet, brushing teeth and understanding the importance of healthy food choices **Building Relationships** Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs **Early Learning Goal *(Understanding the World)*** **People Culture & Communities** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

(Science)	about these substances and that children should always ask a trusted adult if they are unsure **Health Protection and Prevention** learn how to keep clean and healthy, including handwashing, dental care and personal hygiene; understand that germs can make people ill and how to stop them spreading; know the importance of sleep, sun safety, and vaccinations to stay well **Personal Safety** Learn about everyday hazards that could cause harm or injury, including fire and water risks, and how to reduce these; know how to stay safe near roads, railways and level crossings **Basic First Aid** know how to respond safely to simple accidents and emergencies, including getting help from a trusted adult or calling 999; understand basic first aid for common injuries, including head injuries **Developing Bodies** recognise and name the main external parts of the body, including private parts, using the correct vocabulary; understand that their bodies are growing and changing, that these changes are normal, and know that their private body parts are their own and should be respected **<u>Economic Wellbeing and Financial Capability:</u>** understand that money can be received, saved and spent in different ways, know that people make choices about how to look after and use their money, begin to recognise the difference between things they need and things they want, understand that families spend money on different things and that choices can have effects, have a simple awareness of charities and why people choose to give or help others **National Curriculum Science (KS1)** develop knowledge about the human body, animals, and how to keep themselves healthy. Learn to identify, name, draw, and label basic body parts and associate them with the five senses. Understand that humans and animals grow and change over time, learn the importance of exercise, eating a balanced diet, and maintaining good hygiene to support their health and wellbeing.	**Health Protection and Prevention** learn how to maintain personal hygiene and make lifestyle choices that prevent illness, understand the importance of vaccinations, and recognise the role of regular dental, eye and health check-ups; know about sleep, sun safety, and how these can affect physical and mental wellbeing **Personal Safety** understand a wider range of hazards and risks, including fire, water, roads and railways, and learn strategies to reduce risk and keep themselves and others safe; know how to assess situations, make safe choices, and seek help when needed **Basic First Aid** know how to respond in common first aid situations, including calling for help, dealing with minor injuries, and assisting someone who is hurt; understand basic first aid for more serious injuries, including head injuries, and when to seek further support from adults or emergency services **Developing Bodies** understand the physical and emotional changes that take place during puberty, learn the correct vocabulary to describe their bodies, including private parts, and know where to seek advice, support, and reassurance about these changes **<u>Economic Wellbeing and Financial Capability:</u>** understand that people receive money in different ways, including paid work, know simple ways to keep money safe and save for the future, recognise that spending and saving involve choices that can have effects on themselves, others, and the wider community, understand that people earn different amounts of money and make decisions about how to use it, know about charities and how they help people in need, begin to manage money in real-life situations, such as planning spending and keeping track of costs **National Curriculum Science (KS2)** extend their knowledge of the human body, animals, and how to maintain their health. Learn about the main body parts, including internal organs, and understand their functions, as well as the changes that occur during puberty. Pupils should explore how diet, exercise, hygiene, and lifestyle choices affect physical and mental wellbeing, and develop an understanding of the life cycles of humans and other animals.	

The overview of units covered should be read in conjunction with the PSHE/RHE-subject-progression-of-skills-and-knowledge

Term Year Group	Autumn	Spring	Summer
Nursery	**Aut 1 Unit: Myself & My Relationships** **Beginning and Belonging**	**Spr 1 Unit: Myself & My Relationships** **My Emotions**	**Sum 1 Unit: Healthy & Safer Lifestyles** **Healthy Lifestyles**
	Learning: To begin to understand what is special about me and other people in my class To know who and how to ask for help if I need it To begin to understand why we need classroom rules To begin to understand how to work and play alongside others at school To follow some simple instructions To begin to know how to show I am listening to an adult	**Learning:** To begin to recognise and identify feelings in myself and others Recognise simple ways of helping myself and others to feel better To think about what might cause different feelings in myself and others (happy, sad, angry, tired, lonely)	**Learning:** To understand why our bodies need to stay healthy Be able to talk about some foods I like and dislike To start to understand why different foods and drink are important for our bodies To understand what exercise is and why it is good for me To understand the importance of sleep for our bodies
	Key Vocabulary: me, special, friend, help, rule, share, listen	**Key Vocabulary:** happy, sad, angry, lonely, tired, feelings, help, kind, smile, calm, share, talk	**Key Vocabulary:** healthy, unhealthy, food, drink, fruit, vegetables, milk, water, snack, breakfast, lunch, tea, hungry, full, try, taste, more, less, exercise, run, jump, hop, dance, walk, play, heart, breathing, fast, slow, strong
	Aut 2 Unit: Myself & My Relationships **My Family and Friends**	**Spr 2 Unit: Citizenship Identities & Diversity**	**Sum 2 Unit: Healthy & Safer Lifestyles** **My Body and Growing Up**
	Learning: To know who is special to me and why To know who is in my family To begin to learn about how my family looks after me To begin to recognise what makes a good friend To begin to understand how my actions affect others	**Learning:** To begin to name and describe the people in my class - how are we similar to and different from each other? To begin to describe my family and show interest in other people's families To know what is special and important to me and my family To begin to show awareness of the different ways that people and families live their lives	**Learning:** Talk about my own appearance and name some external body parts Describe some ways my body has changed and grown since I was a baby Understand some ways I can look after my body and keep it clean Demonstrate simple self care skills at school (washing hands, doing up zip, putting on shoes)

	Key Vocabulary: family, mum, dad, brother, sister, auntie, uncle etc., friend, care, share, kind, happy, good	**Key Vocabulary:** me, family, mum, dad, brother, sister, granny, grandad etc., same, different, special, celebration, important	**Key Vocabulary:** head, hair, eyes, ears, nose, mouth etc., tall, short, long, skin, same, different, wash, soap, water, towel, flannel, clean, dirty, bath, shower, toothbrush, toothpaste, brush, toilet, flush
Reception	**Aut 1 Unit: Myself & My Relationships** **Beginning and Belonging**	**Spr 1 Unit: Myself & My Relationships** **My Emotions**	**Sum 1 Unit: Citizenship Me and My World**
	Learning objectives: 1. Begin to talk about people's similarities and differences in a positive way 2. To understand what I have learnt to do and recognise what I would like to do next 3. To understand ways of respecting the needs of other children in my class 4. To begin to understand how to play and work alongside others at school, understanding that my actions can affect others 5. To know how to show I am listening to an adult 6. To be able to follow simple instructions	**Learning objectives:** 1. To recognise and identify feelings in myself and others 2. To recognise what might cause different feelings in myself and others 3. To notice how I feel, and how others might feel, when something changes or something is lost 4. To recognise simple ways of helping myself to feel better 5. To recognise ways of helping others to feel better 6. Talk about examples of situations in which we might need to persevere, and how to do this	**Learning objectives:** 1. To identify some of the people who look after me and my school 2. To know some ways that I can help to look after my school environment 3. To recognise the places and features of my neighbourhood 4. To recognise and understand the jobs that people have in my neighbourhood, including people who help me 5. To understand some ways of looking after the local environment to keep it special for everyone 6. To understand the sorts of things that people have to pay for and how they pay for them (EWB)
	Key Vocabulary: safe, share, take turns, feelings, same, different, fair, unfair, respect, positive, choice, include, rule, consequence, instructions, listen	**Key Vocabulary:** feelings: happy, upset, worried, scared, excited, angry, surprised, calm, proud, notice, help, persevere, trusted adult, Safety Circle, support	**Key Vocabulary:** teacher, helper, neighbour, community, local, home, map, place, landmark, people who help us, litter, recycle, pay, buy, money, cost
	Aut 2 Unit: Myself & My Relationships **My Family and Friends**	**Spr 2 Unit: Citizenship Identities & Diversity Basic First Aid (BFA) *Mini First Aid workshop***	**Sum 2 Unit: Healthy & Safer Lifestyles** **Keeping Safe**
	Learning objectives: 1. To understand what a friend is, and what a good friend might do 2. To know some ways to make new friends	**Learning objectives:** 1. Talk about family members and recognise that other families can be made up of different people 2. Talk about the things that are important to me and my family	**Learning objectives:** 1. To be able to recognise the clues my body gives me when I am feeling unsafe or unsure 2. To be able to identify trusted adults who I could talk to and ask for help

	3. To know how to respect my own needs and how to show respect to the needs of others 4. To know some simple strategies to use to make up with friends after falling out 5. To know that my actions can affect others 6. To recognise some forms of unkind behaviour, and know what to do if someone is unkind to me	3. To recognise similarities and differences between classmates' everyday activities at home 4. To notice and describe some features of life in other countries 5. To understand different ways that people and families celebrate their beliefs 6. To know how to ring 999 in an emergency, and understand basic first aid for common injuries (BFA)	3. To be able to use an assertive voice and body language 4. To be able to name the main parts of the body, including the private parts, using the correct words 5. To be able to identify safe and unsafe touch 6. To understand basic road safety skills and be able to apply safety rules in different contexts (e.g. sun, water, fire, railways)
	Key Vocabulary: kind, sharing, include, friend, friendly, welcoming, smile, introduce, invite, include, boundary, permission, choice	**Key Vocabulary:** family, similarities, differences, special, celebrate, traditions, culture, emergency, 999, help, ambulance, safe, danger, injury, first aid, bump, ice pack, plaster, calm	**Key Vocabulary:** safe, unsafe, body signals, trusted adult, private parts, stop, look, listen, cross, shallow/deep, safe adult, danger
Year 1	**Aut 1 Unit: Myself & My Relationships** **Beginning and Belonging**	**Spr 1 Unit: Citizenship** **Rights, Rules and Responsibilities**	**Sum 1 Unit: Healthy & Safer Lifestyles** **Relationships & Health Education**
	Learning objectives: 1. To participate in discussions about how to help the classroom to be a place where they can learn safely and happily 2. To participate in activities that enable them to develop relationships in class 3. To recognise what it may feel like to start something new 4. To learn simple strategies to help in new situations 5. To be able to identify adults who can help them if they need support 6. To know how to ask for help, and to have some ideas about how they can help each other	**Learning objectives:** 1. To identify jobs and responsibilities they have at school and at home 2. To understand how rules enable them to feel safe and happy in familiar settings 3. To understand how democratic decisions might affect them in the everyday life of their class 4. To understand and experience the process of electing a school council representative 5. To be able to share opinions, take turns and listen carefully to other people's views 6. To develop skills to contribute to paired and class discussions about an issue which affects them	**Learning objectives:** 1. To recognise the main external parts of the bodies of humans, including names for sexual parts 2. To describe what their bodies can do 3. To understand that they have responsibility for their body's actions and that their body belongs to them 4. To know how to keep themselves clean 5. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease 6. To understand what they have learned and be able to share it with others

	Key Vocabulary: belonging, feelings/emotions, welcome, support	**Key Vocabulary:** responsibilities, rules, jobs, respect, democracy, voting, opinion, election, council, representative	**Key Vocabulary:** body parts, private parts, hygiene, germs, responsibility
	Aut 2 Unit: Myself & My Relationships **Managing Change**	**Spr 2 Unit: Healthy & Safer Lifestyles** **Personal Safety (x3 lessons)** **Managing Safety & Risks (x3 lessons)** **Basic First Aid (BFA)** ***Mini First Aid workshop***	**Sum 2 Unit: Economic Wellbeing** **Financial Capability**
	Learning objectives: 1. To recognise that they are growing and that their achievements, skills and responsibilities are changing 2. To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about 3. To understand how friendships may change over time 4. To be able to identify some of the emotions that may be felt in situations involving loss and change 5. To develop strategies for coping with strong or uncomfortable emotions 6. To continue to develop strategies for coping with strong or uncomfortable emotions	**Learning objectives:** **Healthy & Safer Lifestyles:** 1. To be able to name my own Early Warning Signs 2. To know who I could talk with if I have a worry or need to ask for help 3. To know what I could do if a friend or someone in my family is unkind to me **Managing Safety & Risks:** 4. To know basic personal information and know when they might need to give it 5. To understand the range of people who can help in an emergency and how to call them 6. To develop knowledge and skills to stay safer when they are lost	**Learning objectives:** 1. To know where the money they have might come from (including regular and irregular sources) and how they might keep it safe 2. To know some ways money might be 'used' and that it is a finite resource 3. To know that there are some things they have to buy and some things they choose to buy 4. To begin to understand what a family might need to pay for and some of the ways it might be done 5. To understand that the feelings they may have about money are varied and can change 6. To know what charities are for and what some might do
	Key Vocabulary: change, feelings/emotions, friendships, normal, responsibilities, loss	**Key Vocabulary:** personal information emergency, help, lost, telephone number, safe/unsafe, early warning signs, body signals, trusted adult, network of support	**Key Vocabulary:** money, save, spend, needs/wants, charity
Year 2	**Aut 1 Unit: Citizenship Working Together**	**Spr 1 Unit: Healthy & Safer Lifestyles** **Managing Safety & Risk**	**Sum 1 Unit: Healthy & Safer Lifestyles** **Drug Education**
	Learning objectives: 1. To be able to recognise and celebrate some of their strengths, emotions, gifts and talents	**Learning objectives:** 1. To describe a place where it is physically safer to play (GW) 2. To reflect on the benefits of being a road user, to identify some dangers,	**Learning objectives:** 1. To know basic information about how substances enter the body and their effects

	2. To be able to identify and develop a new skill 3. To be able to understand and practise some skills of a good communicator, including listening skills, turn taking and explaining 4. To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation 5. To be aware of how my skills and strengths can be useful in a group 6. To be able to state some things they did well in a group task and some things they would like to do better next time	and understand how to stay safer as a pedestrian or car passenger (PS) 3. To consider benefits of using the railway, identify some potential dangers, and understand how to stay safer near railways (PS) 4. To describe the benefits of being outside and to know how to keep safer in the sun. (HPP) 5. To identify familiar places where they enjoy being near water and to know how to keep safer. (PS) 6. To develop knowledge and skills to stay safer when they are lost. (BS/PS)	2. To develop understanding of and attitudes towards medicines – how they can be helpful and their possible risks 3. To understand why many people have injections, including immunisations 4. To recognise that there are ways to feel good and better without taking medicines 5. To understand that all drugs and many household substances can be harmful if they are used incorrectly 6. To be able to identify situations where risky substances are present and be able to ask for advice or say 'No, I won't'
	Key Vocabulary: strengths, skills, communication, co-operation, negotiation	**Key Vocabulary:** friendship, truth, feelings, boundaries, family	**Key Vocabulary:** medicines, drugs, harmful, safety, injections
	Aut 2 Unit: Healthy & Safer Lifestyles **E Safety Me and My Online Identity**	**Spr 2 Unit: Citizenship** **Diversity & Communities (Spr 2)**	**Sum 2 Unit: Healthy & Safer Lifestyles** **Relationships and Health Education**
	Learning objectives: 1. To be able to talk about my identity both in real life and online 2. To know what information I can use to create a safe online profile 3. To be able to design an online space that shows my interests safely 4. To be able to recognise when something they see or hear online makes them feel uncomfortable 5. To know what to do when something they see or hear online makes them feel uncomfortable 6. To understand what they have learned and be able to share it with others	**Learning objectives:** 1. To begin to understand what builds their sense of identity through exploring similarities and differences 2. To begin to understand that perceptions of gender may limit personal expression and choice 3. To express their family's structure, traditions, culture and beliefs and recognise that other families are different 4. To recognise different groups they belong to and the different backgrounds of people they know 5. To understand how people might be affected by stereotypes	**Learning objectives:** 1. To know that humans produce babies that grow into children and then into adults 2. To understand that babies grow inside a female body until they are ready to be born 3. To consider the ways they have changed physically, socially and emotionally since they were born 4. To consider their responsibilities now and compare these with when they were younger 5. To understand how the needs of babies and young children are met by their families

		6. To understand what 'my community' means and the benefits of belonging to community groups	6. To understand that not all families are the same, but that love and care should be at the heart of all families
	Key Vocabulary: identity, online, profile, nickname, safety	**Key Vocabulary:** Identity, Difference, community, stereotype, environment	**Key Vocabulary:** Life cycle, Baby, Growing up, Responsibilities, Family
Year 3	**Aut 1 Unit: Myself & My Relationships** **My Emotions**	**Spr 1 Unit: Citizenship** **Diversity & Communities**	**Sum 1 Unit: Healthy & Safer Lifestyles** **Relationships & Health Education**
	Learning objectives: 1. To begin to understand what is meant by "mental health" or "mental wellbeing" and why this is as important as physical wellbeing 2. To understand some of the ways our emotions may affect our interactions, and to show care towards others and their emotions 3. To be able to get support when they need it 4. To recognise some of the strengths and personal qualities of themselves and others 5. To know some strategies to move from an uncomfortable state to a more positive one 6. To know what it means to be assertive and to be able to act assertively	**Learning objectives:** 1. To know that families are made up in a variety of ways 2. To understand about the breadth of cultures, traditions and beliefs of people in their locality 3. To understand the importance of valuing difference and diversity 4. To understand what stereotypes are, their negative effects and ways to challenge them 5. To be able to describe some groups and communities around them and the benefits of being part of these 6. 8. To know about some of the roles of people who support their community and how they help people with different needs	**Learning objectives:** 1. To know scientific names for male and female sexual parts and use them confidently 2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults 3. To value their own body and recognise its uniqueness 4. To understand the benefits of carrying out regular personal hygiene routines 5. To consider who is responsible for their personal hygiene now, and how this will change the future 6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this
	Key Vocabulary: emotions, mental wellbeing, strengths, assertive, worries	**Key Vocabulary:** identity, Ethnicity, stereotypes, community, diversity	**Key Vocabulary:** puberty, hygiene, germs, body parts, uniqueness
	Aut 2 Unit: Healthy & Safer Lifestyles **Personal Safety**	**Spr 2 Unit: Myself & My Relationships** **Managing Change** **Basic First Aid (BFA)** ***Mini First Aid workshop***	**Sum 2 Unit: Healthy & Safer Lifestyles** **Healthy Lifestyles**
	Learning objectives: 1. To be able to identify when my Early Warning Signs are telling me I don't feel safe	**Learning objectives:** 1. To identify changes that they and other children may experience in their lives	**Learning objectives:** 1. To understand how physical activity and nutrition affect physical and mental health

	2. To be able to identify the sort of physical contact I feel comfortable with 3. To know what I could do if I experience unwanted or unsafe physical contact 4. To be able to decide if a secret is safe or unsafe 5. To know what I could do if I feel worried about a friendship or family relationship 6. To be able to suggest some ways in which I can keep safe online	2. To know how and why friendships might change and how this might feel 3. To be able to identify situations which involve temporary or permanent loss, and describe how someone might feel (GW) 4. To develop strategies for managing feelings associated with loss and change (GW) 5. To know who can help them if they are experiencing difficult emotions, and know how to access support or approach someone (GW) 6. To understand that some changes are wanted and that they can plan for them	2. To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity 3. To understand the importance of consuming a variety and balance of foods and drinks 4. To be able to plan and help prepare simple healthy meals 5. To know why good dental hygiene is important and how it contributes to a healthy lifestyle 6. To know how much sleep children of their age need and recognise the consequences of not having enough sleep
	Key Vocabulary: safety, Early Warning Signs, trusted adult, permission, boundaries	**Key Vocabulary:** change, loss, temporary /, permanent, emotions, support	**Key Vocabulary:** physical activity, nutrition, stamina, balanced diet, dental hygiene, sleep
Year 4	**Aut 1 Unit: Myself & My Relationships** **Beginning & Belonging**	**Spr 1 Unit: Healthy & Safer Lifestyles** **E Safety Me & My Online Identity**	**Sum 1 Unit: Healthy & Safer Lifestyles** **Relationships & Health Education**
	Learning objectives: 1. To contribute to helping the school feel like a place where everyone can learn safely and happily 2. To contribute to approaches and activities for building collaborative relationships within their class 3. To recognise the emotions involved in being in a new situation and learn coping strategies 4. To know how to help new people feel welcome in the class and in the school	**Learning objectives:** 1. To understand there are things they can do to keep themselves as safe as possible 2. To know about and be able to describe and review their current online activity 3. To know how to access help when something they see or hear online makes them feel uncomfortable 4. To understand the SMART rules for keeping safe online, including how to check reliable information and how	**Learning objectives:** 1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death 2. To understand that babies begin when a male seed and female egg join together 3. To investigate perceptions of being physically, emotionally and socially 'grown up' 4. To consider their responsibilities and how these have changed and how they will change in the future

	5. To learn strategies to help if they are in a new situation or learning something new 6. To identify different people in their support networks and how to ask them for help	search results may be selected or targeted 5. To apply their understanding of the SMART rules to their own online presence 6. To be able to communicate rules and strategies for keeping safe online to others	5. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children 6. To understand what they have learned and be able to share it with others
	Key Vocabulary: belonging, ground rules, emotions, welcome, support network	**Key Vocabulary:** online identity, risky situations, SMART rules, trusted adult, profile	**Key Vocabulary:** lifecycle, puberty, responsibilities, carers, wellbeing
	Aut 2 Unit: Myself & My Relationships **Anti-Bullying**	**Spr 2 Unit: Citizenship** **Rights Rules & Responsibilities**	**Sum 2 Unit: Healthy & Safer Lifestyles** **Drug Education**
	Learning objectives: 1. To understand that difficulties that some friends have may or may not be bullying 2. To understand different types of bullying and how power is used in bullying situations/To understand how bullying can occur when people do not respect and empathise with their diverse peers (C4) 3. To understand how bullying affects feelings long-term and the roles of bystanders and followers 4. To develop strategies for preventing bullying and responding assertively in different contexts 5. To understand how to support someone being bullied and how bystanders can help 6. To beginTo understand school procedures for bullying and how to help make school safer	**Learning objectives:** 1. To recognise their responsibilities at school and at home to themselves and others 2. To recognise what it feels like to be treated with respect, understand what is meant by respect towards others and develop skills to demonstrate this 3. To identify those in positions of authority in school and the wider community and explore ways to show respect 4. To understand why rules and conventions are needed at home and at school 5. To understand how decisions can be made democratically in our class through simple debating and voting 6. To understand how children and adults in school might be democratically elected to represent others	**Learning objectives:** 1. To understand more about different types of drugs, how they enter the body and their effects 2. To understand the basic principles of immunisation and consider personal experience 3. To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules 4. To develop attitudes and beliefs about two legal, recreational drugs (nicotine, alcohol and vaping) and people who might use or misuse them and why 5. To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found 6. To begin to recognise influences from friends, the media and other sources and how to respond to these

	Key Vocabulary: bullying, power, respect, empathy, diversity, indirect bullying, cyberbullying, bystander, follower, assertiveness	**Key Vocabulary:** rights, responsibilities, respect, rules, democracy	**Key Vocabulary:** nicotine, alcohol, vaping, immunisation, bloodstream, persuasion
Year 5	**Aut 1 Unit: Myself & My Relationships** **Managing Change**	**Spr 1 Unit: Citizenship** **Rights Rules & Responsibilities**	**Sum 1 Unit: Healthy & Safer Lifestyles** **Personal Safety**
	Learning objectives: 1. To be able to identify a range of situations which involve loss and change (DB) 2. To be able to identify changes which happen in families, and what the impact might be on family members 3. To recognise emotions associated with loss and change, and understand how these can change over time (GW) 4. To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others 5. To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways 6. To develop strategies for coping with future changes that they may experience (GW)	**Learning objectives:** 1. To understand the basic rights of children and adults and know who is responsible for ensuring these are protected 2. To recognise their right to feel respected and their responsibility to show respect to all, including those in positions of authority and those we meet online 3. To describe views about courtesy and manners amongst people they know and places they go 4. To understand how democratic elections work at school and nationally and how people represent or act on behalf of others 5. To understand the role of councils, councillors, Parliament and MPs in our country 6. To be able to take part in a debate respectfully, listening to others and sharing their own view	**Learning objectives:** 1. To be able to recognise and report feelings of being unsafe or feeling bad about any adult 2. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 3. To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (BS) 4. To understand permission and consent in relationships, including online, and that shared online content can be copied, circulated and may be difficult to remove 5. To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 6. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so
	Key Vocabulary: change, loss, emotions, support, transition, grief, strategy, coping	**Key Vocabulary:** rights, responsibilities, respect, democracy, council	**Key Vocabulary:** consent, boundaries, secrets (safe / unsafe), early warning signs, trusted adult, unsafe contact, reporting, permission, grooming, harmful content
	Aut 2 Unit: Myself & My Relationships **My Emotions**	**Spr 2 Unit: Citizenship** **Diversity & Communities**	**Sum 2 Unit: Healthy & Safer Lifestyles** **Relationships and Health Education**
	Learning objectives:	**Learning objectives:**	**Learning objectives:**

	1. To be able to describe how mental wellbeing is a part of daily life for everyone 2. To understand what is meant by mental ill health, and how common this is 3. To be able to describe some self-care strategies and how these might help 4. To understand what is meant by loneliness and to be able to suggest some strategies when feeling isolated 5. To understand what is meant by someone's identity, and what might influence how confident and comfortable we feel in our identity 6. To understand how to have self-respect and to be able to describe what might help to boost this	1. To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices 2. To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK 3. To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect 4. To recognise the negative effects of stereotyping and how they might lead to prejudice 5. To recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to wellbeing and happiness 6. To understand the role of volunteers and voluntary organisations	1. To identify male and female sexual parts confidently and describe their functions 2. To know terminology for private parts appropriate for use in different situations 3. To understand physical changes at puberty, including the menstrual cycle, and recognise when unexplained body changes may need health advice 4. To understand that physical changes affect people in a variety of ways and at different rates/To understand how the media, families and friends can influence attitudes to their bodies 5. To know about aspects of personal hygiene relevant to puberty and the implications of these 6. To understand that safe routines can stop the spread of viruses and bacteria
	Key Vocabulary: emotions, mental wellbeing, self-care, identity, loneliness	**Key Vocabulary:** identity, diversity, stereotype, prejudice, community	**Key Vocabulary:** puberty, genitals, reproduction, hormones, hygiene, virus, bacteria
Year 6	**Aut 1 Unit: Myself & My Relationships** **Family & Friends**	**Spr 1 Unit: Fantastic First Aider *St John's Ambulance First Aid lessons***	**Sum 1 Unit: Economic Wellbeing** **Financial Capability**
	Learning objectives: 1. To explain the characteristics of healthy friendships on and offline and identify elements which may be healthy or unhealthy 2. To explore the concepts of trust and loyalty in changing relationships, on and offline	**Learning objectives:** 1. Understand it is most important to ensure the safety of myself and others in the event of an emergency 2. Assist in an emergency by correctly calling for help and know the information I need to give to	**Learning objectives:** 1. To develop a broader view of what money is, including its history, trade and currencies 2. To know that different jobs require different skills and are paid at different rates

	3. To recognise some of the pressures on friendships and family relationships and to develop strategies to manage them 4. To understand how communication, empathy and compromise all contribute to resolving conflict 5. To understand when people should give and get consent in both on and offline situations 6. To understand that healthy families are committed to supporting each other as the needs of the members change	emergency services if they are called to an incident 3. Be able to identify a minor or major head injury 4. Be able to give first aid to a casualty who has a head injury 5. Be able to identify a casualty who is having an asthma attack 6. Be able to assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma	3. To know what is deducted from earnings and why (begin to understand pensions, insurance, tax etc.), and how money we earn might support the community 4. To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances 5. To know how they might plan for the immediate and more distant future, including the part debt might play and how and why people save 6. To make safe financial choices in real-life and online situations, including in-app purchases, game monetisation, scams, fraud and the risks of addictive gaming
	Key Vocabulary: friendship, trust, loyalty, consent, communication	**Key Vocabulary:** hazards, location, casualty, emergency operator, information, safety, severe, bleeding, seizure, fracture, airways, triggers, inhaler	**Key Vocabulary:** money, earnings, budgeting, saving, choices
	Aut 2 Unit: Citizenship Working Together	**Spr 2 Unit: Healthy & Safer Lifestyles** **Drug Education x3** **Managing Safety and Risk x 3**	**Sum 2 Unit: Healthy & Safer Lifestyles** **Relationships and Health Education**
	Learning objectives: 1. To be able to challenge themselves and others to work on developing new skills 2. To be aware of how their strengths may be useful in a range of different careers in the future 3. To recognise influences on their decision making, including the media 4. To be aware of the range of different strengths and skills people bring to a	**Learning objectives:** **Drug Education:** 1. To know about different categories of drugs, including medicines, legal recreational and illegal drugs, and understand the physical and psychological risks of drug-taking (DAT) 2. To develop knowledge and understanding of nicotine products, including smoking, vaping/e-	**Learning objectives:** 1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse *(Sex Education/ Science-linked content)* 2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively

	group and to know how my own strengths and skills complement those of others 5. To be able to persevere and overcome barriers to achieving a task 6. To be able to evaluate a group task, including their own and others' contribution, the overall process and final results	cigarettes and nicotine pouches, their effects, risks and the addictive nature of nicotine (DAT) 3. To begin to learn about the law relating to the use and misuse of legal and illegal drugs (DAT) **Managing Safety & Risk:** 4. To identify some benefits of being outside and have strategies to keep themselves safer in the sun 5. To identify a wider range of situations where they might encounter risk e.g., on public transport, near the railway, near water, and have strategies to stay safer 6. To understand their growing responsibility and possible actions to prevent a wider range of accidents at home and at school	3. To understand that they have some responsibility for the feelings and wellbeing of others 4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely 5. To understand that marriage and civil partnerships are legal, lifelong commitments based on love, trust and commitment 6. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families
	Key Vocabulary: skills, strengths, communication, perseverance, decision-making	**Key Vocabulary:** drugs, medicine, safety, risk, law, responsibility, help, wellbeing, strategy	**Key Vocabulary:** puberty, relationships, emotions, family, respect